

**Grade Level:** Fourth

**Content Area:** Final Project

**Objective:** Students will reflect on their “trips” to Kenya and through their home state. Students will share their understanding of the importance of being a global citizen through a letter.

**Vocabulary:** Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge.

Responsible global citizen

**Procedure:**

Session 1	Tell students that you have developed the photos from your trips. Explain to students that the photos have been mixed up and that you need their help to sort them. Pass out cut outs of the photo challenge from your home state to small groups and copies of the note-catcher. Provide time for students to sort the pictures and discuss which trip they think the photos are from and why. After you have provided sufficient time, review the photos with the students using the answer key and discuss the similarities and differences in the two places. How is Kenya similar to your state? How is it different? How are the opportunities different for the citizens of the two places?
Session 2	<p>Ask students to reflect on everything they have learned through this experience. Create a list on chart paper. Use these standards-based guiding questions to help generate a meaningful list.</p> <ol style="list-style-type: none"><li>1. How are the regions of your state and the regions of Kenya defined by geography?</li><li>2. How does the environment of a place influence human activity? How does it influence activity in your state? In Kenya?</li><li>3. Thinking about civics research, how does an individual's background influence their political beliefs?</li><li>4. How might education influence a community? How is this different in your state than Kenya?</li><li>5. What are some of the important people and organizations to your state? What are some in Kenya? How might education influence change in the government?</li><li>6. Thinking about economics, how does science and technology change affect a community? How might this be different in Kenya than in your home state?</li><li>7. How can we use our newly found education to help improve the global community?</li></ol> <p>Show students the sample letter. Tell them that an easy way to make change is to involve more people in your cause. Ask students to think of ways they can share their knowledge with neighboring schools in their own state.</p>
Sessions 3-4	Encourage students to share their cause with neighboring schools or even the local news. Can they write a letter explaining everything they have learned? Can they create a glog with a link to their own commercial to send to other schools in the district? Please contact EFAC DREAMS coordinators for any assistance.
Remaining Sessions	Assist with the fundraising idea from the third grade students.

**Differentiation Strategies:**

<b><u>Special Education</u></b>	<b><u>Gifted and Talented</u></b>	<b><u>English Language Learners</u></b>
Provide literacy support for students by assisting with spelling, reading, and writing for the final project as needed.	Challenge students to create their own photo challenge highlighting buildings and people from the two places using images from Google Earth.	Provide students with a sentence frame for the photo challenge. “I think photo # ____ is from _____ because...”